DOCUMENT RESUME

ED 443 446 JC 000 348

AUTHOR Fischer, Susanne
TITLE Office of Institutional Research Research Brief, 1999-2000.
INSTITUTION Saint Petersburg Junior Coll., FL. Office of Institutional Research.
PUB DATE 2000-00-00
NOTE 12p.; Journal formerly titled "Institutional and Program Planning Research Brief."
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Office of Institutional Research Research brief lc v9 n1-4 Sep1999-Jan 2000;
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Accountability; *Adjunct Faculty; Community Colleges; *Employer Attitudes; Graduates; *Institutional Research; Program Evaluation; Salaries; School Publications; State Surveys; Statewide Planning; Surveys; Two Year Colleges
IDENTIFIERS *Saint Petersburg Junior College FL

ABSTRACT

This document contains four issues from volume 9 (1999-2000) of the St. Petersburg Junior College (SPJC) Office of Institutional Research Research Brief. Number 1 (September 1999), "Comparison of Faculty Adjunct Salaries in Florida Community Colleges", contains 2 tables. Table 1 shows the top five community colleges in adjunct salaries from 1995-96 to 1998-99 by degree category. Table 2 shows the adjunct faculty salary per credit hour by degree category for all Florida community colleges. Number 2 (October 1999), "Evaluation of the 'SPJC Factbook', presents the results a survey regarding the usefulness of information contained in the 1998-99 "SPJC Factbook." Results are based on 46 respondents and contains a table listing responses to each survey item. Number 3 (November 1999), " Statewide Accountability Measures" provides updates on the status of statewide accountability measures and compares SPJC's performance on each measure with statewide performance. The following outcomes are discussed: (1) enrollment/retention/success; (2) degree transfer performance; (3) state licensure passing rates/vocational program placement; (4) college preparatory success; and (5) CLAST performance. Number 4 (January 2000), "Employer Survey for 1997-98 Working Graduates," presents survey results for employers of SPJC graduates. The results, based on 137 respondents, suggest that employers are moderately satisfied with graduates. (Issues contain numerous tables and figures.) (RDG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 446

Office of Institutional Research

Research Brief
St. Petersburg Junior College
Volume 9, 1999-2000

Susanne Fischer

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Fischer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

TC 030348

BEST COPY AVAILABLE

RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 9 NUMBER 1 SEPTEMBER 1999

COMPARISON OF FACULTY ADJUNCT SALARIES IN FLORIDA COMMUNITY COLLEGES

Annually since 1995-96, the Office of Institutional Research has surveyed the twenty-eight (28) Florida Community Colleges to determine adjunct faculty salaries per credit hour for college level credit and college preparatory courses. Adjunct salaries are based on the degree of the adjunct in all cases and the number of credits of college level or college preparatory courses taught by the individual. Table 1 shows the salary range (from lowest to highest amount) for the system by adjunct degree and year and the five (5) highest ranked colleges in terms of dollars paid per credit hour. In all cases, for all years, St. Petersburg Junior College (SPJC) has ranked among the top three in salaries paid to adjunct faculty. It should be noted that not all colleges hire adjuncts at the A. A. level nor recognize the M.A./M.S. + 30 classification for salary purposes. In 1998-99, SPJC ranked third in the A.A., B. A. and M.A./M.S. + 30 degree categories, second in the M.A./M.S. category and first in the Ph.D./Ed.D. category. Note SPJC is the only college using the system of Equated Credit Hours (ECH) for the hiring of faculty. Thus, for the purposes of this comparison 1 ECH = 1 Credit Hour. Table 2 shows the salary amount paid per credit hour in each degree category in 1998-99 by college for all Florida public community colleges.

TABLE 1

Top Five Florida Community Colleges in Faculty Adjunct Salaries
1995-96 to 1998-99

Adjunct Degree	Year	Salary Range*	Rank Based on Salary 1	2	3	4	5
A.A.	98-99	$300-$530	Hillsborough	Santa Fe	**St. Petersburg**	Tallahassee	Broward
	97-98	$285-$530	Hillsborough	**St. Petersburg**	Santa Fe	Tallahassee	Valencia
	96-97	$270-$530	Hillsborough	**St. Petersburg**	Santa Fe	Tallahassee	Chipola
	95-96	$244-$500	Hillsborough	**St. Petersburg**	Tallahassee	Santa Fe	Chipola
B.A./B.S.	98-99	$276-$600	Miami-Dade	Hillsborough	**St. Petersburg**	Santa Fe	Tallahassee
	97-98	$264-$530	Hillsborough	**St. Petersburg**	Santa Fe	Tallahassee	Valencia
	96-97	$264-$530	Hillsborough	**St. Petersburg**	Santa Fe	Tallahassee	Chipola
	95-96	$244-$500	Hillsborough	**St. Petersburg**	Tallahassee	Santa Fe	Chipola
M.A./M.S.	98-99	$328-$600	Miami-Dade	**St. Petersburg**	Hillsborough	Broward	Tallahassee
	97-98	$317-$544	**St. Petersburg**	Hillsborough	Tallahassee	Broward	Valencia
	96-97	$315-$544	**St. Petersburg**	Hillsborough	Tallahassee	Palm Beach	Valencia
	95-96	$300-$524	**St. Petersburg**	Hillsborough	Tallahassee	Broward	Palm Beach
M.A./M.S.+30	98-99	$335-$600	Miami-Dade	Broward	**St. Petersburg**	Hillsborough	Tallahassee
	97-98	$317-$581	**St. Petersburg**	Hillsborough	Valencia	Indian River	Santa Fe
	96-97	$317-$581	**St. Petersburg**	Hillsborough	Palm Beach	Valencia	Broward
	95-96	$300-$559	**St. Petersburg**	Hillsborough	Broward	Palm Beach	Valencia
Ph.D./Ed.D.	98-99	$355-$617	**St. Petersburg**	Miami-Dade	Broward	Hillsborough/ North Florida	Tallahassee
	97-98	$344-$617	**St. Petersburg**	Broward	Hillsborough	Tallahassee	Valencia
	96-97	$320-$617	**St. Petersburg**	Broward/ Hillsborough	Palm Beach	Tallahassee	Valencia
	95-96	$320-$594	**St. Petersburg**	Broward	Hillsborough	Tallahassee	Palm Beach

*Salaries lowest to highest for all 28 Florida Community Colleges.

BEST COPY AVAILABLE

SPJC Office of Institutional Research
Date: 7/29/99

TABLE 2

Faculty Adjunct Salary Amount Per Credit Hour and Degree in Florida Community Colleges 1998-99

COLLEGE	ASSOCIATE'S		BACHELOR'S		MASTER'S		MASTER'S + 30		DOCTORATE	
	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Brevard	$350	13	$350	17	$400	12	$400	13	$450	12
Broward **	$434	5	$434	6	$489	4	$582	2	$597	3
Central Florida	$350	13	$350	17	$385	16	$400	13	$415	16
Chipola	N/A		$400	9	$400	12	$400	13	$400	19
Daytona Beach	$317	15	$317	19	$393	14	$393	15	$437	14
Edison	$375	9	$375	13	$392	15	$413	12	$465	11
Fla. C.C. @ Jax	$382	8	$382	12	$382	17	$382	16	$382	20
Florida Keys	$330	14	$369	14	$396	13	$396	14	$435	15
Gulf Coast	$400	6	$400	9	$400	12	$400	13	$400	19
Hillsborough	$530	1	$530	2	$530	3	$530	4	$530	4
Indian River	$370	10	$390	10	$435	10	$435	11	$480	8
Lake City	N/A		$288	22	$332	24	$339	22	$357	25
Lake Sumter	$300	17	$348	18	$380	18	$380	17	$410	17
Manatee	$375	9	$375	13	$375	19	$375	18	$375	22
Miami-Dade	N/A		$600	1	$600	1	$600	1	$600	2
North Florida	N/A		$350	17	$400	12	$460	6	$530	4
Okaloosa-Walton	$383	7	$383	11	$438	9	$442	9	$471	10
Palm Beach	N/A		$383	11	$433	11	N/A		$483	7
Pasco-Hernando	$368	11	$368	15	$368	20	$368	19	$368	23
Pensacola	N/A		$276	23	$328	25	N/A		$380	21
Polk	$360	12	$360	16	$360	21	$360	20	$360	24
Santa Fe	$445	2	$445	4	$445	7	$445	8	$445	13
Seminole	N/A		$406	8	$442	8	$442	10	$477	9
South Florida	$315	16	$315	20	$335	23	$335	23	$355	26
St. Johns River	N/A		$289	21	$347	22	$347	21	$404	18
St. Petersburg	**$444**	**3**	**$488**	**3**	**$544**	**2**	**$581**	**3**	**$617**	**1**
Tallahassee	$435	4	$435	5	$482	5	$482	5	$522	5
Valencia	N/A		$418	7	$456	6	$456	7	$500	6

N/A - Rank not recognized for salary purposes at this college
*.Amount per Credit Hour for College Level Credit and College Preparatory Classes
**Ranking used midpoint range

SPJC Office of Institutional Research
Source: Survey conducted by SPJC
Date: 7/29/99

BEST COPY AVAILABLE

SPJC Office of Institutional Research
Date: 7/29/99

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 9 NUMBER 2 OCTOBER 1999

EVALUATION OF THE SPJC FACTBOOK

Introduction

Since 1992-1993, the Office of Institutional Research publishes and distributes, annually, the SPJC FactBook to the Board of Trustees, all college administrators, program directors and libraries and selected outside constituents. In Spring 1999, between two and three weeks after the publication was issued, 200 surveys were sent to recipients of the publication asking them to give their opinion regarding the usefulness of the information contained in the 1998-99 edition. Forty-six (46) surveys were returned (5 Cabinet Level, 24 Other Administrative, 14 Program Directors, 3 Others) for a return rate of 23%.

Discussion of Findings

When asked about the information in general contained in the publication, respondents felt a good cross-section of campus operations was represented (31, 67.4%). Most felt the information was understandable (31, 67.4% easy to understand; 11, 23.9% somewhat easy to understand). The majority of the respondents (45, 97.8%) indicated that the FactBook contains just the right mix of tables and graphs and that the graphs contained just the right amount of statistical support (40, 87.0%). For each item in the survey, Table 1 shows the number and percent of respondents selecting each item choice.

Three items asked about specific sections contained in the publication. There were mixed responses to the item asking about the "History of SPJC." Four (4, 9.5%) respondents felt the section should be continued in the current format and 7 respondents (16.7%) felt it should be expanded. However, more felt the section should be consolidated in some manner. Twelve (12, 28.6%) thought the section should be condensed and 18 (42.9%) felt only the major highlights should be listed. As a result, we are working with Institutional Advancement to develop an historical graphic that will list major highlights of the college to be placed in the front of the publication; the current format will become an appendix at the back of the publication. Look for this change to occur with the 2000-2001 publication of the SPJC FactBook.

The last two items addressing specific sections of the publication asked which would be least useful and most useful to the respondent. The greatest number of respondents were undecided (18, 39.1%) about the section they felt would be least useful to them. About one-fourth (26.1%) felt the facilities section would be least useful.

Most respondents checked multiple sections as being most useful to them resulting in 87 responses in all. Of this number ten respondents (10, 11.5%) reported they were undecided. The four sections that ranked highest were student enrollment (27, 31.0%), outcomes/indicators (15, 17.2%), and academics (14, 16.1%).

The last item asked about the overall usefulness of the publication. Forty (40) of the 45 respondents indicated that it would be useful. Specifically, 19 (42.2%) responded that the SPJC FactBook would be very useful to them and an additional 21 (46.7%) indicated that it would be somewhat useful to them.

In the section asking for comments, four (4) respondents complimented the publication using terms such as "good job," "excellent," or "outstanding" and seven (7) indicated that they have used the data for reports, to verify information for state reporting and to share information about the college with the business community.

Two respondents felt the print quality was poor or that the graphs would be easier to understand if they were printed in color. The 1999-2000 publication will show graphs in color. In the past, the publication has been printed in-house; however, we are working with Institutional Advancement to arrange out-sourcing the next printing of the publication. One respondent felt that printing was not required but that the data should be shown on a Web page. The 1998-99 SPJC FactBook currently is available at http://www.spjc.cc.fl.us/central/ir, however a limited number of copies will continue to be printed.

A suggestion was made to add a table showing five years of annual funded enrollment (in terms of total FTE) by site. This table will appear in the 1999-2000 edition. One respondent asked that cost accounting data by unit or department be added. This will not be added due to the volume of cost data. There are several hundred departments reported in unrestricted funds alone for which revenue and three expense categories (Personnel, Operating Costs and Capital Outlay) would be required. A Cost Analysis Report, submitted annually to the state, provides summary information by function for instructional disciplines and support categories. However, an explanation of the underlying formulas and account codes upon which the data are based would be required making the table unwieldy.

Finally it was suggested that headcount and FTE for all sites be shown on all tables rather than home campus on some tables and collegewide totals on others. We are unable to comply with this request for a number of reasons including:

BEST COPY AVAILABLE

1. Headcount numbers shown on all tables are unduplicated numbers. In order to unduplicate student headcount the home campus is used as a control so that if a student takes courses on multiple campuses there is a ruling guide to determine where the individual should be counted. To count a student on each site where he/she is enrolled in a class would result in a duplicated headcount.

2. Enrollment headcount by program is generated from the student major whether or not the student is actually taking a course in the major. Consequently site headcount may/may not be equal to the program major headcount. Additionally, if the program is offered on more than one campus it would not be possible to identify the number by program by site, especially if the student were taking courses at more than one campus. Thus, for this table type unduplicated collegewide headcount is shown.

3. Graduation headcount by program is generated from the student major in which the degree or certificate was awarded. This information is influenced by the same issues as enrollment by program. Again, only collegewide unduplicated headcount is shown.

4. Enrollment in courses (FTE) is reported to the state in broad categories such as "Distributive," "Health," "Office," "Trade and Industrial," or "Public Service" rather than at the department level. The data is provided based on where the course is taught (as is required by the state) rather than who administers the course. Thus, it is not possible to show FTE data by department; however, FTE by site is available in the publication.

TABLE

Number and Percent of Respondents Answering Each Survey Item

	Number	Percent
• I feel the FactBook contains		
a. just the right mix of tables and graphs	45	97.8%
b. too many graphs	0	0.0%
c. too many tables	1	2.2%
• I feel that graphs contained in the FactBook contain		
a. too much statistical support	3	6.5%
b. just the right amount of statistical support	40	87.0%
c. not enough statistical support	3	6.5%
• I feel the "History of SPJC" contained in the FactBook should		
a. be expanded	7	16.7%
b. be condensed	12	28.6%
c. list major highlights only	18	42.9%
d. be eliminated	1	2.4%
e. be continued in current format	4	9.5%
• Overall I feel the information displayed in the FactBook is		
a. easy to understand	31	67.4%
b. somewhat easy to understand	11	23.9%
c. somewhat difficult to understand	4	8.7%
d. difficult to understand	0	0.0%
• Overall I feel the information contained in the FactBook represents		
a. a good cross-section of campus operations	31	67.4%
b. only a limited number of campus operations	8	17.4%
c. undecided	7	15.2%
• I feel the section of the FactBook tables and graphs that will be most useful to me will be		
a. student enrollment	27	31.0%
b. academics	14	16.1%
c. outcomes/indicators	15	17.2%
d. facilities	7	8.0%
e. personnel	5	5.7%
f. finance	9	10.3%
g. undecided	10	11.5%
• I feel the section of the FactBook tables and graphs that will be least useful to me will be		
a. student enrollment	2	4.3%
b. academics	2	4.3%
c. outcomes/indicators	3	6.5%
d. facilities	12	26.1%
e. personnel	5	10.9%
f. finance	4	8.7%
g. undecided	18	39.1%
• Overall the FactBook will be		
a. very useful to me	19	42.2%
b. somewhat useful to me	21	46.7%
c. undecided	4	8.9%
d. not useful at all	1	2.2%

BEST COPY AVAILABLE

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 9 NUMBER 3 NOVEMBER 1999

STATEWIDE ACCOUNTABILITY MEASURES

The purpose of this brief is to update the status of the statewide accountability measures passed by the 1991 Florida Legislature and to compare SPJC's performance on each measure with the statewide performance. Section 240.324, F.S. directs that a management and accountability process be implemented that will provide for the "...ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System." The areas to be addressed were specified in law. A Statewide Accountability Implementation Committee was convened to implement the necessary indicators and initiatives. There are five statewide measures of accountability, some with more than one part. The measures are:

- enrollment of students entering the college in relation to the previous year's high school graduates, retention of students (graduated or still enrolled), and student success (graduated, still enrolled, or left in good standing);
- performance of A. A. degree transfers in the State University System;
- passing rates of students who completed vocational programs on state licensure tests and placement in related occupations;
- the success of students who are required to take college preparatory courses (completion of prep courses, retention and success in college credit programs); and
- performance of students on the College Level Academic Skills Test (CLAST) after they have completed 60 credit hours at the college.

During 1992, indicators to implement the measures were developed, timelines for the collection of data were established, draft reports were prepared, and an interim report was submitted to the Legislature. During 1993 the indicators were refined, institutions submitted college-specific accountability plans, and systemwide accountability goals and benchmarks were established. These linked the accountability process with the Community College Master Plan, an overall strategy for oversight of accountability was established and a systemwide report was submitted to the Legislature. During 1994 each college submitted a plan showing its progress towards meeting the measures and a second systemwide report was submitted to the Legislature. Annually this process has been repeated; that is, the Division of Community Colleges generates data for each measure, the colleges review their own figures, and a statewide annual report is generated by the Division and submitted to the Legislature. The accountability outcome measures, the statewide benchmarks, SPJC's target, SPJC's current performance, and the current statewide performance are described below.

INSTITUTIONAL PERFORMANCE

Outcome Measure 1: Enrollment/Retention/Success

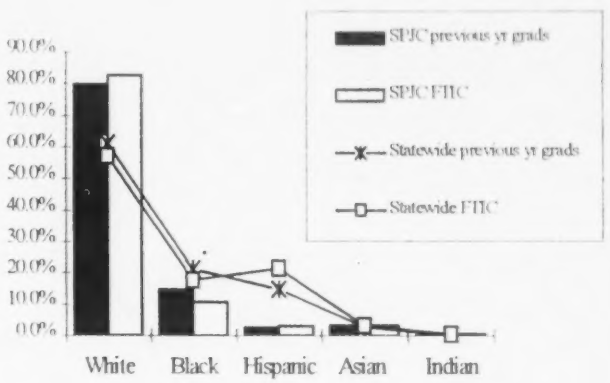
a. Enrollment

Measure--This measure addresses the percentage of high school graduates in one year from the college service area (Pinellas County) who enroll in the college (SPJC) the following year by ethnic category.

State Benchmark--To increase the percentage of previous year high school graduate minority student enrollments until such enrollments equal the previous years' high school graduates for each category.

SPJC Target--Increase black enrollment as a percent of prior year high school graduates to 35%.

SPJC Performance--The percentage of SPJC enrollees for three ethnic groups was greater than the prior year's graduates (White, Hispanic and American Indian). For black students, the percentage of SPJC enrollees was less than the prior year Pinellas County high school graduates. This enrollment pattern was similar to the systemwide pattern. SPJC's black student enrollment of 23.1% was below the college's 35% target. However, the percent of enrollees to prior year graduates was greater for SPJC (31.7%) than the statewide average (26.6%) for all categories. The graph compares, on the same axis, the percentage of 1996-97 college enrollees to the previous year's high school graduates from Florida public schools by ethnicity. The bar graph compares SPJC's first-time-in-college students to Pinellas County graduates the previous year, the line graph compares the same information for all community college's compared to all county public high graduates from the previous year.



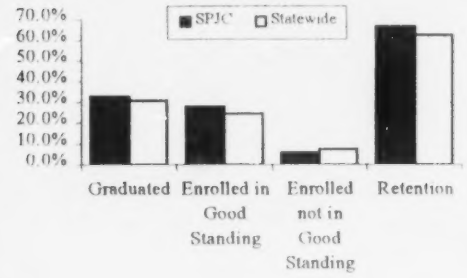
b. Retention

Measure--Described are the number and percentage of students, by ethnicity and full-time part-time status, seeking A.A./A.S. degrees or Postsecondary Vocational Certificates (PSVC) who have graduated or who are enrolled after four years from the date of initial enrollment (definition of retention). Initial enrollment is defined as 18 college credit hours earned toward a degree or 9 hours earned toward a certificate.

State Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Target--To retain or graduate 65% of the full-time A.A. and A.S. students 4 years after initial enrollment.

SPJC Performance--State generated data shows 66.3% (901 AA/AS/PSVC students) of the Fall 1994 -- Spring 1998 cohort were "retained" (graduated or still enrolled) at SPJC. Systemwide the retention rate for this cohort was 62.4% (12,422 AA/AS/PSVC students). The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the Statewide comparable data.



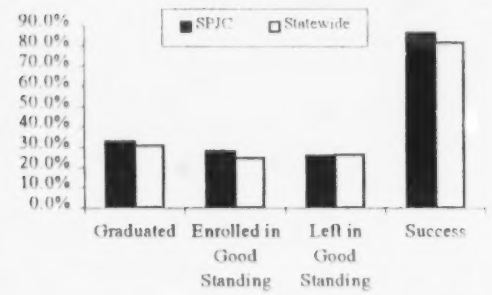
c. Success

Measure--Addressed are the number and percentage of students, by ethnicity, seeking A.A./A.S. degrees or PSVC who have graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment.

State Benchmark--Eighty percent (80%) of students will have graduated, been retained in good standing or left in good standing four years after the date of initial enrollment.

SPJC Target--Ninety percent (90%) of A.A./A.S. degree and PSV Certificate students will have graduated, been retained in good standing or will have left in good standing four years after initial enrollment.

SPJC Performance--The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment to the analogous statewide data. SPJC's success rate of 86.2% for A.A./A.S. degree and PSV Certificate students was higher than the statewide average of 81.4%.



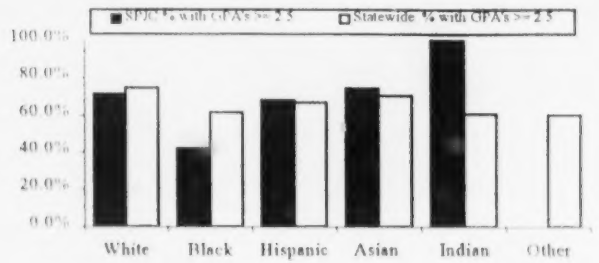
Outcome Measure 2:
A. A. Degree Transfer Performance

Measure--Computed is the grade point average (GPA) of A. A. degree students, who transfer to a State University in Florida, segmented by university, college preparatory status and ethnic category.

State Benchmark--At least 70% of the A. A. degree students transferring to a state university will perform at a GPA of 2.5 or higher.

SPJC Target--At least 70% of the A.A. degree students who have transferred to the State University System will perform at a GPA _ 2.5 or higher.

SPJC Performance--SPJC's mean GPA of students in the SUS of 2.85 was slightly lower than the statewide GPA of 2.88. Statewide 72.2% of the A. A. degree transfers earned GPA's >=2.5, while 70.3% of SPJC students met that standard. There was variation by remediation status, a GPA >=2.5 was earned by 71.8% of SPJC students not remediated and 68.8% of those who were remediated. The graph compares the percentage of SPJC students transferring to the state universities in 1995-96, who earned a GPA of 2.5 or more to the statewide community college average by ethnic category.



Outcome Measure 3:
State Licensure Passing Rates/
Vocational Program Placements

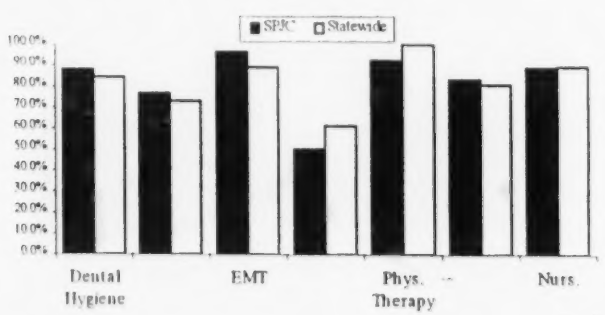
a. State Licensure Passing Rates

Measure--For those vocational programs that prepare students to sit for state licensure exams required for students to enter the profession, the number of students tested and the percent passing the examination are computed.

State Benchmark--At least 90% of all students sitting for a licensure exam will pass.

SPJC Target--Overall 85% of SPJC students who sit for licensure exams will pass.

SPJC Performance--SPJC students perform well on state licensure examinations. The overall pass rate for 1996-97 was 83.9% and the pass rate for each exam except Paramedic (50%) was 76% or higher. The overall pass rate statewide for programs offered by SPJC was 84.8%; for all community college programs with licensure requirements the statewide pass rate was 83.4%. The graph compares SPJC passing rates to the statewide percentages in programs at the college.



b. Placement Rates

Measure--This measure describes the number and percentage of students who complete an A.S. degree or PSV Certificate program or who leave the program and are employed in a job related to their instruction. Students are considered "placed" if they are found the following year to be: (1) continuing their education in a Florida community college or state university, (2) working a field related to their education, or (3) in the military. Placement rate was chosen only for programs with five or more completers in the placement pool.

State Benchmark--At least 90% of all students who complete a vocational program will be placed.

SPJC Target--At least 90% of all students who complete an SPJC vocational program will be placed.

SPJC Performance--Statewide 1995-96 data shows that 86.9% of 634 SPJC students (who were found) were placed. This compare statewide to 80.9% who completed the same programs as offered by SPJC. Statewide in all programs offered at community colleges the placement rate was 78.7% student completers.

Outcome Measure 4:
College Preparatory Success

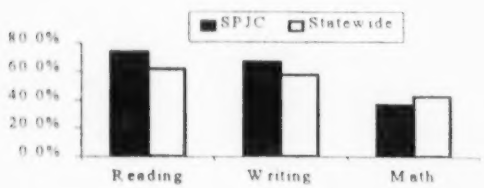
a. College Prep Course Success

Measure--This measure addresses the number and percentage of students who tested into college preparatory courses, by subject area, based on scores on the entrance exam. Of these students, the report shows how many enrolled in a college preparatory course (for the area needed) and those who passed the highest level college preparatory course (for that area) within two years to meet the standards for admission into college level courses.

State Benchmark--To have students in need of remediation pass the highest-level college preparatory course at the following rates: reading-65%, writing-68% and math-50%.

SPJC Target--To have students in need of remediation pass the highest-level college preparatory course at the following rates: reading-70%, writing-70% and math-50%.

SPJC Performance--For the Fall 1995 cohort success rate for students who tested into college preparatory courses and who passed the highest level requirement by subject area within two years was lower for SPJC mathematics student 36.8% than the statewide average 42.6%, the reverse was true for reading and writing. The reading pass rate for SPJC students of 73.9% was higher than the statewide average of 61.6%, the SPJC target of 70%, and the statewide goal of 65%. In writing the SPJC pass rate of 66.9% compared favorably to the statewide average of 58.0%. The graph compares the percentage of SPJC students completing remedial course requirements to the statewide average by subject area for the Fall 1995 cohort tracked through Summer 1997.



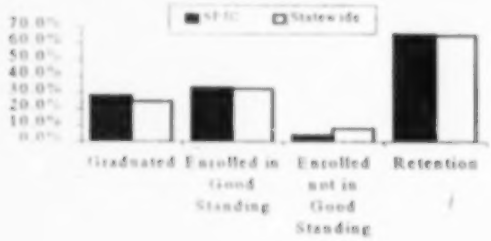
b. Retention Rate of College Prep Students

Measure--Described is the status of degree students who have completed their college preparatory requirements and who have graduated, are enrolled in good standing, or enrolled not in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits towards an A.A. or A.S. degree.

State Benchmark--To retain or graduate at least 50% of the part time students four years after the date of initial enrollment in college level courses. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment. Full-time students are those who attended full-time during their first college semester and at least one other semester.

SPJC Target--To retain or to graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1994 cohort, SPJC's percentage 65.6% of students who graduated or enrolled is slightly more than the statewide percentage of 65.0%. The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the statewide comparable data.



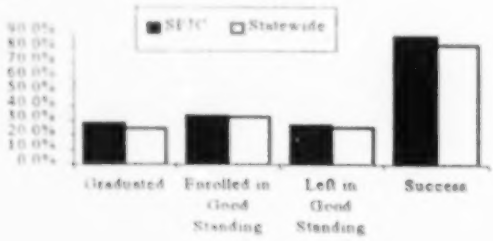
c. Success Rate of College Prep Students

Measure--This measure addresses the number and percentage of students who have completed their college preparatory requirements and who have graduated, or are enrolled or left in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits toward the degree.

State Benchmark--To graduate, retain in good standing or to have left in good standing at least 75% of the students four years after the date of initial enrollment in college level courses.

SPJC Target--To graduate, to have enrolled or left in good standing at least 80% of the degree students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1994 cohort, 88.3% of SPJC students were graduated, enrolled or left in good standing compared to 83% of statewide students. The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing to the statewide comparable data.



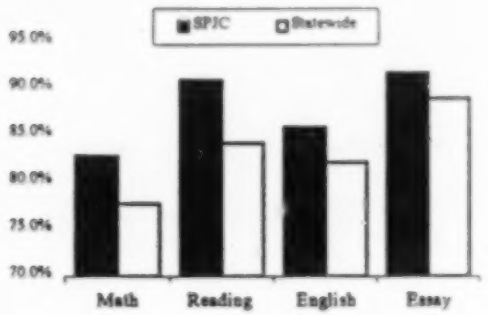
Outcome Measure 5:
CLAST Performance

Measure--Described are the number and percentage of students who have passed CLAST after they have completed 60 or more college credit hours, segmented by ethnicity and participation in college preparatory courses.

State Benchmark--To have at least 80% of all students who have completed 60 credit hours pass all parts of CLAST (overall), including 68% for college prep students and 90% for non-college prep students.

SPJC Target--To have at least 75% of all students who have completed 60 credit hours pass all parts of CLAST, including 80% for college prep students and 80% for non-college prep students. Scores and goals have been decreased to reflect the exemptions given to higher achieving students.

SPJC Performance--SPJC's overall passing rate for all four tests was 73.4%, including 65.7% of students with college prep work and 84.8% of students with no college prep work. This compares favorably to the statewide overall pass rate of 66.2%, including 52.3% of students with college prep work and 78.9% of students with no college prep work. The graph below compares SPJC's overall passing rates to the statewide percentages by subject area for 1996-97.



Summary

SPJC's continues to meet or exceed the statewide performances for all accountability measures except A.A. degree transfers and for success of students in need of remediation in passing the highest-level college preparatory mathematics class. The difference between the statewide average rate and SPJC's for A.A. degree transfers was exceptionally modest. While statewide 72.2% of the A.A. degree transfers earned GPA's greater than or equal to 2.50, 70.3% of SPJC transfers met that standard. The statewide average GPA was 2.88 compared to 2.85 earned by SPJC.

While the success rate for students who tested into college preparatory courses and who passed the highest level requirement by subject area within two years, was lower for SPJC mathematics students (36.8%) than the statewide average (42.6%), the reverse was true for reading and writing. The reading pass rate for SPJC students of 73.9% was higher than the statewide average (61.6%) and both the SPJC target of 70% and statewide goal of 65%. In writing the SPJC pass rate of 67.0% compared favorably to the statewide average of 58.0%.

SPJC's program placement rates of A.S. degree and vocational certificate program completers continues to be higher than the statewide average for the fourth consecutive years. For 1995-96 graduates the SPJC placement rate was 86.9% compared to the statewide average of 80.9%.

For the cohort of A.A./A.S. degree students whose fourth year of attendance ended in Spring 1998, the retention rate was 66.3% compared to 62.4% statewide. For students who had required college preparatory courses, the retention rate of SPJC students was 65.6% compared to 65.0% statewide.

For the cohort of A.A./A.S. degree students whose fourth year of attendance at SPJC ended in Spring 1998, the success rate was 86.2% compared to the statewide success rate of 81.4%. For students who had required college preparatory courses, SPJC's student success rate was 88.3% compared to a statewide average of 82.5%.

This is the fourth year that the percent of students with 60 or more college-level credits passing all CLAST tests individually and in total was higher than the statewide average. The percentage of students passing all four subtests was exceptionally notable (SPJC 73.4% vs. Statewide 66%).

- 82.8% of SPJC students passed mathematics compared to 77.7% statewide;
- 90.9% of SPJC students passed mathematics compared to 84.1% statewide;
- 85.9% of SPJC students passed mathematics compared to 82.1% statewide;
- 91.6% of SPJC students passed mathematics compared to 88.9% statewide;

SPJC Office of Institutional Research
November 1999

RESEARCH BRIEF
OFFICE OF INSTITUTIONAL RESEARCH

VOLUME 9 NUMBER 4 JANUARY 2000

EMPLOYER SURVEY FOR 1997-98 WORKING GRADUATES

Employer satisfaction with St. Petersburg Junior College (SPJC) graduates is a critical component of the strategic planning process at the institution. Accordingly, the Institutional Assessment Group developed an Employer Survey designed to measure employer satisfaction with graduates' preparation for work. Specifically, the purposes of the survey were:

- to attain insight into employer perceptions regarding technical and performance skills of SPJC graduates,
- to gain information to supplement college data for Performance Based Incentive Funding, and
- to identify employers who might be available to participate with the college program activities or to provide opportunities for student training or placement.

Working students who graduated in the 1997-98 reporting year and who completed the Recent Alumni Survey identified the employers who would receive the Employer Survey form if they: (1) indicated that their work was related to their studies, (2) agreed that their employer could be contacted, and (3) gave the name and address of the employer. Two hundred eighty-seven businesses were contacted. There were 137 surveys returned for a response rate of 48.0%.

The findings of the Employer Survey of 1997-98 graduates are summarized below:

- Employers indicated high levels of satisfaction with SPJC graduates' technical and performance skills. The following skills received a mean score of 6 or higher on a 7-point scale where 7 equals excellent:

  1) possesses necessary reading skills,
  2) participates as a team player,
  3) uses written communication skills effectively,
  4) works well with individuals from diverse backgrounds,
  5) chooses ethical courses of action, and
  6) uses oral communication skills effectively.

  For these skills, the percentage of employers responding with a rate of 6 or higher ranged between 73.5% and 86.8%.

  The remaining skill areas received a mean score of 5.6 to 5.9. These areas were:

  (1) acquires, interprets and uses information effectively,
  (2) exhibits an appropriate level of responsibility and self-management,
  (3) possesses necessary mathematics skills, and
  (4) possesses effective computer skills

  For these skills, the percentage of employers responding with a rate of 5 or higher ranged between 69.6% and 87.6%.

- Almost all employers (96%) indicated they would hire another SPJC graduate. No employer indicated they would not hire another SPJC graduate.
- In order for the College to qualify for Performance Based Incentive Funding, its graduates must either be working in a field related to their SPJC degree program or earning $7.50 per hour. The majority (94%) of SPJC graduates were reported by employers as earning $7.50 per hour or more.
- Seventy percent or more of the employers of 1997-98 graduates expressed a willingness to participate in two college activities (provide input educational/training for their workforce 79.8%; job placement of graduates 70.9%). A willingness to accept a student in a co-op internship was expressed by 67.6% of the employers.

Employer responses with respect to technical and performance skills of 1997-98 SPJC graduates were compared to responses of employers who were questioned about 1996-97 SPJC graduates. In the preceding year, 134 of the 150 employers who were surveyed responded for a response rate of 89.3%.

Employers were asked about the performance in the same skill areas each year. Table1 shows each skill and the mean of the responses and the percentage of employers responding 5, 6, or 7 on the 7-point scale. Each skill area has shown improvement except one, participates as a team player, this skill scored a mean of 6.0 in both 1996-97 and 1997-98. The two skills that demonstrated a slight improvement in 1997-98 compared to 1996-97 for a rating of 6 or higher were:

- Participates as a team player (2.7%)
  (78.3% 1997-98; 75.6% 1996-97)
- Works with individuals from diverse backgrounds (.6%)
  (76.3% 1997-98; 75.7% 1996-97)

Table 1.

1997-98 Employer Responses Compared to 1996-97 Employer Responses

	1996-97					1997-98				
			Employer Rating					Employer Rating		
Competencies and Foundation Skills	N	Mean	5	6	7	N	Mean	5	6	7
Possesses necessary readking skills	-	-	-	-	-	137	6.5	6.6%	25.5%	61.3%
Uses written communication skills effectively	-	-	-	-	-	137	6.2	13.1%	29.9%	47.4%
Uses oral communiction skills effectively	-	-	-	-	-	132	6	15.2%	30.3%	43.2%
Possesses effective computer skills (e.g. computing, word proc.)	127	5.9	19.7%	37.0%	33.1%	135	5.6	20.7%	23.7%	25.2%
Possesses necessary mathematics skills	131	5.8	24.4%	35.9%	25.9%	136	5.8	19.1%	36.8%	25.7%
Exhibits an appropriate level of responsibility and self-management	132	6.0	13.7%	28.0%	44.7%	137	5.9	15.3%	28.5%	43.5%
Chooses ethical courses of action	133	6.2	12.8%	27.8%	51.9%	133	6.1	17.3%	28.6%	46.6%
Participates as a team player	131	6.0	13.7%	26.7%	48.9%	134	6.2	11.9%	26.1%	52.2%
Works with individuals from diverse backgrounds	132	6.1	14.4%	28.8%	46.9%	135	6.1	12.6%	25.9%	50.4%
Acquires, interprets and uses information effectively	132	5.9	18.2%	37.9%	34.1%	134	5.9	12.7%	30.6%	41.0%

Improvements are continually being shown for SPJC graduates. Over ninety-four percent (94.7%) of the employers indicated they would hire another 1996-97 SPJC graduate compared to 96.0% of the employers of 1997-98 graduates. Earnings of $7.50 or more for 1997-98 graduates are consistent with the previous year graduates' of (98.4%). In addition, an increase in employer's willingness to participate in college activities was noticed (see Table 2.).

Table 2.

Employers Who Indicated a Willingness to Participate in College Activities

	1996-97		1997-98	
College Activity	Total Respondents	Willingness to Participate	Total Respondents	Willingness to Participate
Serve on Advisery Committee	98	43.9%	103	42.9%
Placement of student in co-op internship	102	65.7%	102	67.6%
Job placement of graduates	105	70.0%	103	70.9%
Participation in job fairs/other community events	95	47.4%	89	48.3%
Provide input educational/training for their workforce	101	71.3%	94	79.8%

In conclusion, employers have indicated moderate levels of satisfaction with SPJC programs and training for some time. Results indicate that A.S. degree and Postsecondary Vocational Certificate programs are achieving their intended objective of preparing students for work.

If you have any additional questions or comments, please contact Dr. Susanne Fischer via fischers@email.spjc.cc.fl.us or extension 3374.

BEST COPY AVAILABLE